INTERACTIVE TRAINING TECHNIQUES
University of California, San Diego
STAFF EDUCATION & DEVELOPMENT

(858) 822-1700
mail code 0922
enrollmentcentral.ucsd.edu
staffeducation@ucsd.edu
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TRAINING PHILOSOPHY

You have an important role when you become a trainer. It is important to take this role seriously and professionally. It is your job to create a safe and supportive climate for learning in which you treat adult learners like adults and partners in the learning process.

PROFESSIONAL ETHICS AND STANDARDS

- Appreciate diversity
- Be prepared and professional
- Create a supportive learning environment
- Give appropriate credit to the work of others
- Evaluate learners’ performance, not their personalities
- Know and stay current on your subject
- Maintain confidentiality
- Obtain permission to use the work of others
- Treat all learners with respect

THOUGHTS

- Take seriously the concerns of your learners. Listen to them and ask questions to increase your understanding.
- You never win an argument with a learner.
- Leave your ego at home. Defensiveness is inappropriate, disrespectful, and undermines your credibility.
- Teaching is fun and the best way to continue to learn.
AFFINITY DIAGRAMING

When to Use This Procedure

1. When you want to generate ideas and at the same time be sure that you include the ideas of every member of the group in an analysis or decision-making process.

2. When you want to level the playing field so that everyone contributes without persons with higher status or stronger personalities dominating.

3. When you want to organize information into logical groups quickly and easily.

4. Examples of when this technique is useful: When identifying group concerns, developing group norms, classifying large amounts of information in a short period of time, developing mission statements.

Materials Needed

1. Flipchart
2. 3x3 post-it notes
3. Marking pens

How to Use This Procedure

1. Affinity diagramming is most effective with groups of 4 to 6 people. Bigger groups can be broken down into smaller groups and their results reported in a debriefing session.

2. Give each member of the group a pad of post-it notes. Ask each member to *silently* record his or her ideas regarding the topic at hand with each idea on a separate post-it. It is important to enforce the “no talking rule.”

3. After the allotted time for recording ideas is over, members *silently* place their post-its on the group’s flipchart in no particular order.

4. When all of the post-its are on the flipchart, the group *silently* rearranges the post-its into logical groupings. It is important that there be no talking at this point. There are no rules or guidelines for the types of categories which can be used except what the group comes up with.

5. After the post-its are arranged into categories, and only then, the group can talk to discuss what to name each category. They may do some minimal regrouping of post-its at this point. Record category names on the charts using marking pens.

6. Debrief using one of the following techniques:
   a. Ask each group to explain its categories.
b. Ask each group to explain its categories and the ideas on each post-it under that category.

c. Ask each group to walk around the room and read the charts for the other groups and be prepared to ask for clarification or additional information in order to understand what the group had in mind. This approach takes the least amount of time.

7. After generating ideas in this way, the group may identify issues common to all charts as well as ideas which they like but which were on one or a few of the charts. Multi-voting can be used to select preferred ideas, when a process of elimination is required.

ANALYSIS

Give the group a set of data, statistics, results, and ask them to figure out what they mean, based on the key points you have taught them.

BAD EXAMPLES

Give learners a bad example and ask them to identify what was done incorrectly or what is wrong. You could use a form or data screen that was filled out incorrectly, an example of poor document formatting, missing elements, etc.

BIG AND SMALL GROUP DISCUSSIONS

Use small group (2 to 7 people) discussions when
- You want to process a lot of information in what would otherwise be a very large group.
- You want to be sure that everyone participates or is included.
- You want to create a comfortable environment for sharing and speaking out in the larger group feels to intimidating.
- You want the output to have a degree of anonymity or privacy for individuals.
- Input from others will make a meaningful difference in what is learned.
- Talking with others will energize the group.
- Talking with others will provide networking or team building.
- You have time to get input from several groups.

Use big group discussions when
- It is important for others to hear the comments made.
- The issues are easy for the group to talk about.
- You are confident that the group will participate.
- Having input from everyone isn’t critical.
- You don’t have time to hear from more than one group.
**SMALL GROUP FORMATION MATRIX**

<table>
<thead>
<tr>
<th>Group size</th>
<th>2 groups</th>
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<tr>
<td>6</td>
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<td>4 groups of 1</td>
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<td>2 groups of 10</td>
<td>2 groups of 7</td>
<td>4 groups of 5</td>
<td>5 groups of 4</td>
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</table>

**PREPARING SMALL GROUPS**

If specific output is required, ask the groups to pick a recorder who will be the reporter for the group. If you do more than one small group activity in a class, ask that different recorders are chosen each time. Recording can be done on regular paper or flipchart or butcher paper, post-it notes, 3x5 cards, etc.

**REPORTING OUT**

Options:

1. Each small group reports out everything that they came up with all at once.
2. Each small group reports out 1 to 3 items per round, with as many rounds as needed to hear all ideas. Ask reporters to report out only those ideas not previously mentioned.
3. As each group reports out, ask others to be thinking of questions or comments, if you have time.
4. As each group reports out, especially if each group reports all of their ideas at once, ask the group to be listening for common themes.
5. Keep instructor comments to a minimum.

**BRAINSTORMING**

- Encourage people to think in new ways -- break out of mental sets...to have creative ideas that are different from the way “we always do things,” even if they seem impossible at first.

- Go for as many ideas as possible in the time available. Groups often get bogged down after a few minutes, but if they stay with it, the really creative ideas will come.

- No judging, arguing, criticizing, or evaluating. This is the most important rule. Discussion during brainstorming is the surest way to stifle creativity.

- Build on each other's ideas (hitchhiking).

- Be sure that everyone participates. One way to do that is to use the round robin method of going around to each person in turn as many times as necessary to capture all ideas, rather than just letting people shout out their ideas.

- Record everyone's ideas in words as close to those that were spoken. It is demoralizing to express an idea and have it left out because the recorder didn't take it seriously or thought it was already represented. If the idea has been written already, put a check mark by it to indicate additional support for it.

**CASE STUDIES**

A case study provides a (usually fictionalized) scenario that represents a typical or a difficult situation. The group is then asked to say what they would do in the same situation or to answer questions in the form of a quiz after assessing the situation. When writing case studies out of your own experience, be sure that you protect confidentiality.

**COLLAGES**

Collages are a fun way to process a lot of information and surface values, vision, perspectives, and individual differences quickly. Provide each person (or group) with magazines, scissors, glue sticks, marking pens, and large sheets of paper. Sometimes you may want to add other craft materials. Then tell the group you would like them to make a collage that is their answer to a particular question, such as

1. What would this group be like if we were at our best?
2. What is your ideal working day like?
3. What would our customer service be like if we were most successful?
4. What is your job and how do you contribute to our group?
5. etc.

Allow at least 30 minutes for people to go through magazines, select pictures, glue them on the page, and finish their collage. Be sure that each person writes his/her name on the collage. Then have each person hold up, or post their collage gallery style, and explain his/her collage. Collages work best in groups of 20 or less. Allow 1 to 2 minutes per person to explain the collage. Total time to do this with 20 people, with clean-up time, is about 90 minutes to 2 hours. After doing the collage, the facilitator can help the group to tease out of them the insights they were looking for.

COMPUTER GAMES

Create simple point and click games using Adobe® Flash or Adobe® Captivate, and put them on the web or workstations. If you’re really good at PowerPoint, you could use it, too.

CONSTRUCTION

Give learners objects to build with, e.g., Tinker Toys, Lincoln Logs, Popsicle Sticks, etc., and rules for the building process, such as the finished product must be able to be moved from one table to another, or survive being dropped, etc. You could also require that only one person do the building while following the instructions of others who may not touch the piece. A few of the applications can be for working as a team, illustrating the difficulty of trying to communicate in words what someone needs to do physically, or as an activity in a creative thinking session.

DEMONSTRATIONS

Showing how to do something to make a point or to teach a skill. When doing a demonstration, remember that when you are showing someone how to do something, there is no guarantee that the person will have learned how to do it.

DRAWING

Learners can be asked to draw to illustrate an idea, create a team logo or mascot, map out a process, represent how they feel about an assignment, show a symbol of what is meaningful to them, etc. There are many possibilities. Be sure to provide paper, crayons, chalk, markers, pens, or pencils.

FEEDBACK CARDS

Use feedback cards to find out what learners are learning or to find out what questions or concerns they have. Give each learner a 3x5 card and ask him or her to respond to a question and turn the card into you, anonymously. This will help the instructor to assess how successful a lesson is and suggest ways to improve it, as well as to help the learners. Sort and group the cards. Respond to them at the end of the lesson or in a future session, as appropriate.
Typical questions:

1. What is the most important point you heard today?
2. What questions do you still have at the end of our session?
3. What unfinished business do you have with this material?
4. What problem do you still need to solve?
5. What is very very clear? What is very unclear?
6. How can you use what you learned?

FIELD TRIPS

Learners get a lot of out visiting others who do what they do, e.g., projectionists going to a movie complex, maintenance workers visiting a hotel behind the scenes, writers visiting a newspaper, etc.

FIELDWORK

Giving learners a chance to learn from firsthand experience with a subject, you can ask them to go “into the field” and do research, interviews, studies, etc. Usually fieldwork should include the needed guidelines for safety, confidentiality, respectful conduct, etc., as well as a clear description of the kind of output you will be looking for.

FISHBOWLS

Put one person or group in the middle of the room or the front of the room to demonstrate, practice, or be the example of what it is you are teaching, and then ask the others in the room to be observers and to say what they observed. Be sure that the people in the fishbowl are comfortable in that role and that the observers have a clear assignment about what to watch for.

FORCE FIELD ANALYSIS

Use Force Field Analysis to identify, discuss, and respond to the forces that support or inhibit change. The forces that help you achieve the change are called driving forces, and the forces that work against the change are called restraining forces. This analysis helps generate options by examining the forces (groups, other activities, resources, relationships, etc.) that can help achieve or work against the objectives. Once these forces are identified, they can be analyzed to do the following:

- Identify ways to increase the influence of driving forces
- Identify ways to decrease the influence of restraining forces
- Determine if a solution can get needed support
- Identify obstacles to successful solutions
- Suggest actions to reduce the strength of the obstacles
**How Do I Use It?**

1. Draw a force field chart (see below). A typical one has two columns labeled *driving forces* and *restraining forces*.

2. Brainstorm the driving and restraining forces and record them on the chart. There does not need to be a one-to-one correspondence between them, but where there is a countervailing restraining force corresponding to a driving force, draw a line connecting them.

3. Analyze the chart and determine which factors can be altered to increase the chances of success.

4. Decide if your solution is feasible. If it is, make a list of action items to alter the forces. If it is not, document the reasons why.

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<th>DRIVING FORCES</th>
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**FORMS/FILL IN THE BLANKS**

If you have to teach people how to fill out a “boring form,” make it at least practical and really easy to understand by having them fill in the form, too. This may not seem like a big deal, but too many people simply tell or demonstrate without allowing hands on. A way to enrich this method is to provide learners with a bad example of the filled-in form to critique.

**GAMES**

**Anagram Game**

Put a word at the top of a page along with the following rules: *Make as many words as you can out of the word above. Scrabble® rules apply, e.g., no proper names, foreign language words not also used in English, and, as in crossword puzzles, each word must be at least 3 letters long. The person with the most words wins*. This is most effective if the word chosen relates to the topic of the program or meeting. Halfway through the exercise, suggest that learners turn the page sideways to see if that reveals more words. Make the point that sometimes a change in perspective helps you to see something that you might have missed otherwise. After they have worked alone for a while, point out that the rules did not include having to work alone. Some people will start collaborating to build their word list. Others will continue working alone.
Either is OK, but you can talk about assumptions we make about what is expected and how we place limitations on ourselves that way. By the way, the word “meetings” contains at least 97 possible words, though most people will get fewer than 30, even working in groups. Plural forms are allowed.

**Bingo**

Create a 5x5 grid. Put a “free” space in the middle. Label the columns with the letters B – I – N – G – O. Label the rows 1, 2, 3, 4, 5. Fill the other space with information to be matched. It helps to have a theme, such as “change,” “financial best practices,” “tips and tricks,” etc. Then ask learners to mark the spaces that are true for them, and then find someone in the room who has the same space marked, a different person for each space. Circle the boxes that match. The first person to get matches across, down or diagonally shouts BINGO!

**Board Games**

It’s easy to create your own board games. See this link for more information. Their instructions are for how to draw a board game by hand. But you could also use PowerPoint or Publisher with clipart (see Microsoft’s library online) and then print it out in color. Have it enlarged on a large format printer, and then laminate it. The possibilities are endless!

**Card Games**

A simple technique is to create a list of questions or problems to be solved, and then put each one on a PowerPoint slide. Create a separate slideshow with the answers in sequential order. Print out the questions in handout format with 2 slides per page. Turn over the pages, and print out the answers on the opposite sides. Be sure that the answers end up on the back of the correct questions. You can create multiple sets of questions, depending on how many groups you want to work with. Ask learners to take turns reading and responding to a question. After they have responded, group members can discuss, and then the learner who read the card can turn it over to see what the “answer” is. This works best with no more than ten questions. If more than one group is going to do this at the same time within earshot of one another, mix up the cards, so they don’t get to the questions at the same time and overhear one another.

**Green Glass Door**

Ask people to pick the name of something that can pass through the green glass door. Don’t tell them that the only acceptable words contain double letters, (as in green glass door). Do tell them that a clue to correct words is embedded in the name of this game. Go around the group round robin-style one person at a time and ask them for a word. When someone gives you a word that contains double letters, thank them, and tell them they are done. Don’t explain why, and don’t let them explain. Eventually, others in
the group will figure out the rule. Continue until everyone is done, or until time runs out.

**Parlor Games**

Games like *Pictionary* and *Charades* can be adapted for many topics. Just pick phrases that are relevant to your subject matter. These may be good for icebreakers, but can also be time consuming.

**GAME SHOWS**

Using the rules of commonly known game shows, create a version for your content. Some game shows that lend themselves to this approach are *Jeopardy*, *Who Wants to Be a Millionaire*, and *To Tell the Truth*.

To create a *Jeopardy Board*, a simple technique is described below.

1. Get a large piece of cardboard or foam core, approximately the size of a piece of flip chart paper. In fact, the back of a pad of flip chart paper works well, especially if you leave the border with the holes on it so you can hang it on a flip chart easel later.
2. If the cardboard is not attractive, you can cover it with paper or adhesive-backed sheets.
3. Create pockets on the board that run across the width of the board, assuming it is in portrait orientation. To do this, you can either staple or glue 3 1/2” strips of thick paper or poster board, or you can attach envelopes along the width of the board. Create 4 or 5 rows.
4. Create your “answers” for which the players must provide the “questions,” as in a regular Jeopardy game. First decide which categories you will use. You may have as many categories as will fit across your board.
5. Write the point value across the top of a 3x5 card. Write the “answer” in the middle. On the back, write the correct “question. (See example above.)
6. Place a label for each category across the top of the chart.
7. Insert your questions for each category in the pockets below the category label so that only the points values show. (See example below.)
8. To play in teams, each team takes turns having a member of the team pick a category and a point value. The game leader/instructor picks out the card and reads the “answer” on the card. On their turn, the team tries to come up with the correct “question.” They get one try. If they don't get it right, the other teams have a chance to buzz in (you can get creative here about how they do that, but raising hands is usually fine). The team that comes up with the correct “question” is given the card. At the end, the team with the most points total from the cards they won wins.

HANDS-ON PRACTICE

There is simply no substitute for hands-on practice if your goal is to teach how to do something.

INTERVIEWS

Interview an expert for the benefit of the learners, or have learners interview one another.

IN-BASKET EXERCISES

This is usually a very complex situation involving a group of items which could come from the typical in-basket of a particular person (manager, supervisor, team leader, etc.) that is then prioritized with a written rationale for each priority to be produced and then presented and critiqued by a mentor, coach, instructor, or class.

JOURNALING

Use a notebook or marginal notes for participants to stop and record their reflections on the material either in class or between sessions. Journals may be for their information only, or provide the information used in other parts of the class, or they may be assignments to be turned in. Be sure that learners know how the journals will be used and address any concerns for privacy. You may provide learners with a journal or ask them to bring one. Journals are especially useful in combination with training involving asking people to change their behavior over time.

MATCHING

You will remember this from tests in school. Give learners a page with two lists in side-by-side columns. In one column is a list of options, and on the other side is a list of terms that match, one-to-one but out of order. Their assignment is to put the letter of the...
match next to the words in the first column. For example (and this is very easy, but you
would make it harder).

__B__ IFIS       A. UCSD’s student system
__A__ ISIS       B. UCSD’s financial system
__D__ PPS        C. UCSD’s knowledge management system
__C__ BLINK      D. UCSD’s personnel system

MINDMAPPING

A mindmap is a non-linear, often freehand, drawing representing the connections
between the parts related to a whole. It is very useful for analyzing what to teach, for
documenting brainstorming, or for organizing a speech. There are many other
applications. Your imagination is your only limit. (See example below, though yours will
be free hand.)

MODELS

There are two kinds of models, conceptual and physical. Physical models are useful for
demonstrations or practice and testing of plans. Conceptual models, such as the
situational leadership matrix of Hersey and Blanchard, help to provide a graphic
representation of a theory or principle.
MULTI-VOTING

1. Generate a list of options, ideas, or alternatives, typically by brainstorming or nominal group technique.

2. Identify each idea on the list with a letter of the alphabet.

3. Give each team member a designated number of votes; typically 25% of the number of options to be voted upon.

4. Have each team member decide individually for which options he or she will cast his or her votes. Votes should be recorded independently in private on paper.

EXAMPLE: 25% of 12 options = 3 votes
A  Meet on Mondays at 9:00
B  Meet on Mondays at 1:00
C  Meet on Tuesdays at 9:00  1
D  Meet on Tuesdays at 1:00
E  Meet on Wednesdays at 9:00
F  Meet on Wednesdays at 1:00
G  Meet on Thursdays at 9:00  1
H  Meet on Thursdays at 1:00  1
I  Meet on Fridays at 9:00
J  Meet on Fridays at 10:00
K  Meet after work on Mondays

Some groups permit members to cast all of their votes for one option or to give some options more than one vote. This tends to create competition and political maneuvering. Generally, it is more effective to ask members to only cast one vote per item.

5. Take turns telling the recorder your votes. The recorder will note all team members' votes on the flipchart next to the selected option.

6. Add up the total number of votes for each option. The options with the greatest number of votes may represent the highest priorities for the group, or may form the basis for future discussion.

NOMINAL GROUP TECHNIQUE

This a form of brainstorming that ensures the greatest amount of participation by everyone attending, and avoids the pitfalls of brainstorming in which the most vocal members of the group dominate.

1. Clarify the objective of the nominal group session.

2. Specify the amount of time to be spent on the individual recording of ideas.

3. Ask the group, as individuals, to write down as many ideas as possible on a piece of paper within the given time period.
4. Take turns sharing ideas with the team but without discussing the ideas. Each team member presents one idea at a time as a recorder notes each idea on a flipchart that is in full view of the group. The sharing of ideas can be done in a free-form fashion or in a round robin fashion. This continues until all team members indicate that they have no further ideas to share. If new ideas are generated from listening to others, they may be added as well.

5. The next step may be to conduct a discussion of each idea on the list. Clarify each idea; state the degree of support for or interest in the idea; and, eliminate any duplicate ideas on the list.

**OPEN-BOOK TESTS**

When learning is more important than assessment, an open-book test will help to reinforce what has already been taught. Open-book tests can be done in groups or individually.

**PARKING LOT**

When learner’s come up with ideas that you’d like to address later, or which you’d like to protect and honor, but don’t have time to deal with in depth at the moment, have a sheet of flipchart or butcher paper on the wall and label it “Parking Lot.” It can be useful just to have a place to display concerns, and to return to it at a later time to address issues as appropriate.

**PANELS**

Panels bring together experts or typical representatives of a point of view or experience to talk about that experience, critique the talks of others, etc. Panels from inside the organization are a great way of demonstrating organizational history, ideology, or politics.

**PLUS/DELTA SESSION EVALUATION**

Use this technique to solicit feedback or self-evaluation in a non-threatening and constructive way. Divide a flipchart paper into two columns labeled + and Δ. In the plus column, record the answers to the question *What should we/you/I continue to do?* In the Delta column, record the answers to the question *What should we/you/I do differently next time?*

**PRE-TESTS AND POST TESTS**

Create a test to determine what the learner knew when he/she began the class, then give the same test again at the end of the class and provide the original test so that the learner can see how much was learned. Assigning code names to the original tests for distribution later can make the process more private when that is a concern.
PROBLEM-SOLVING

There are a myriad of problem-solving techniques. Here are some web sites that provide explanations.

http://www.virtualsalt.com/crebook4.htm
http://www.demon.co.uk/mindtool/page2.html
http://www.winwenger.com/mind.htm
http://www.extension.unr.edu/CommDevBrd/PROBSOLV.html
http://www.mapnp.org/library/prsn_prd/prob_slv.htm

PROJECTS

Give learners an assignment to do during or after class. Projects usually involve producing something to demonstrate, show, or report, and may be done individually or in teams. If you do team projects, be sure to provide clear instructions for how the team is expected to work together. All projects should come with an explanation of desired outcomes, timeframes, and any ground rules needed to complete the project.

PROPS

Use props to make your points more vivid, e.g., use a feather boa to create a sense of fun, or a set of Lincoln Logs to show how to build something incrementally. Other ideas: books, puppets, interesting pointers, toys, equipment, etc. The possibilities are endless.

PUZZLES

You can use puzzles to bring a topic to life or show how a group works together. Many different kinds of puzzles can be purchased or you can make your own. Some examples of puzzles are

- Rebuses
- Crossword puzzles
- Jigsaw puzzles
- Math puzzles
- Magic triangles

QUESTIONS AND ANSWERS

Put each question on a separate 3x5 card, with the correct answers on the back. You may want to offer multiple choice options on the front of the card with each question. Working in small groups, give each group a set of questions. Have each member take turns trying to answer a question. If he/she can’t, others in the group can try to answer the question. When done with the question, the group can look at the answer on the back. This is a really versatile and engaging activity that feels like a game, but there are no winners or losers. Allow time at the end of the exercise to go over the textbook answers.
QUESTIONNAIRES

There are limitless possibilities for polling your group to learn more about them, their beliefs, previous knowledge, experience, characteristics, etc. Be sure that you clearly explain why you want the information, whether it is confidential or not, and how you will use it.

QUIZZES

Quizzes can be given for a grade, certification, or just as a learning experience.

READING

If it would be faster and just as useful for learners to read a passage, especially if all you were planning to do was essentially read it to them, give them a few minutes to do the reading. You can improve retention and learning by giving an assignment with the reading, asking learners to identify key points, find particular facts, or to respond to questions at the end of the reading. To make it more fun and interactive, provide highlighters.

RESPONSE SYSTEMS

Response systems involve hardware and software that allow your learners to respond to your lesson by pushing buttons indicating what they think is the correct answer. The answers are analyzed and displayed by the system. This is useful for game shows, focus groups, and many other applications to get the audience involved.

REWARDS AND AWARDS

No one is too grown up not to enjoy receiving a prize or candy for a job well done, for participating, or for winning. Some speakers like to throw candy to people when they offer a comment and participate in discussions, and this is usually very successful. Be sure to have some sugar-free options for those who can’t or don’t eat sugar.

ROLE PLAY

One of the most dreaded, and most necessary, training techniques, is the role play in which learners get to actually try out with a partner the new skill you are teaching them. Typical uses of role play are practicing communication skills, interview skills, conflict resolution techniques, etc.

SCAVENGER HUNTS

Give learners a list of something to find, either real or on the Web. Assign them to either bring the items back or give them digital cameras, and ask them to come back with pictures of what they were to find. If you use the photo approach, you can give prizes for
the best representations of the objects. You will need to have the equipment to download images to your computer and a way to show them. Picasa™ is a free useful image management tool made by Google™.

**SELF-ASSESSMENTS**

Ask learners to respond to a questionnaire or simply to write their own thoughts about their readiness to do the activity or learn the subject in the class. Self-assessments are usually confidential, but if you want learners to talk about the self-assessment, always give them the option not to participate.

**SIMULATIONS**

Simulations are complex scenarios in which participants take on the role of the actual people in the situation, e.g., being lost at the North Pole or marooned on a desert island, and then being asked to prioritize, make decisions, solve a problem, or find their way out as a team. You can write your own, and there are several commercial sources for well-produced simulation exercises. For more information, contact Staff Education and Development.

**SKITS**

Skits are mini plays and can be used to dramatize a point or to energize a group. Groups can write their own scripts, improvise, or work with prepared text. Skits can be impromptu or rehearsed.

**SONGS**

Ask groups to write new words to old songs to illustrate the point you want them to make, e.g., what it's like to be a supervisor, or managing time effectively, etc. And then ask them to perform their songs. Providing karaoke music to sing with can make this less intimidating.

**STORYTELLING**

All trainers need to be good storytellers. And a great or powerful story can reinforce learning like few other techniques. If you tell a story, there is a good chance that that is what the learners will remember at the end of the day. You can also ask learners to tell stories. The “voice of experience” story or the “horror story” are just a few examples.

**STRUCTURED NOTETAKING**

A popular technique is to leave blanks in your handouts so that learners can fill them in during the class. This is especially helpful when you want to preserve an element of surprise in disclosing content. You can also ask them to guess what should go in the blanks, if the answers aren’t too hard to guess.
TEAM NAMES

Ask learners or meeting participants to break into small groups, and as their first assignment come up with a name for their team. Teams often enjoy this because it can result in creativity and playfulness or team pride and competition.

TOYS

Using toys as props or as tools in a lesson can add a fun dynamic that energizes a group. Legos, Lincoln Logs, Tinkertoys, Fisher Price toys, puppets, balls, Koosh balls, bubbles, and many other toys can help you to make your point or to engage your learners with material.

WRITING

Probably the most common training technique is to give learners a question and ask them to write their responses to the question or issue. When giving writing assignments, remember that you may have people in your group who write more slowly than others or you may have people whose English facility is less fluent. Allow sufficient time for the writing to be completed, and if it looks like more time is needed, allow those who are done to take a break or give a time by which everyone should be done, so those waiting will know how much longer it will be.

ADDITIONAL RESOURCES

- Creative Icebreakers, Introductions, and Hellos for Teachers, Trainers, and Facilitators
- Icebreakers, Warmups, Energizers, & Deinhibitizers